



C E Murray High

222 C. E. Murray
Greeleyville, South

Grades	7-12 Middle School	
Enrollment	486 Students	
Principal	Torrance Wilson	843-426-2121
Superintendent	Linda B. Huell, Interim	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

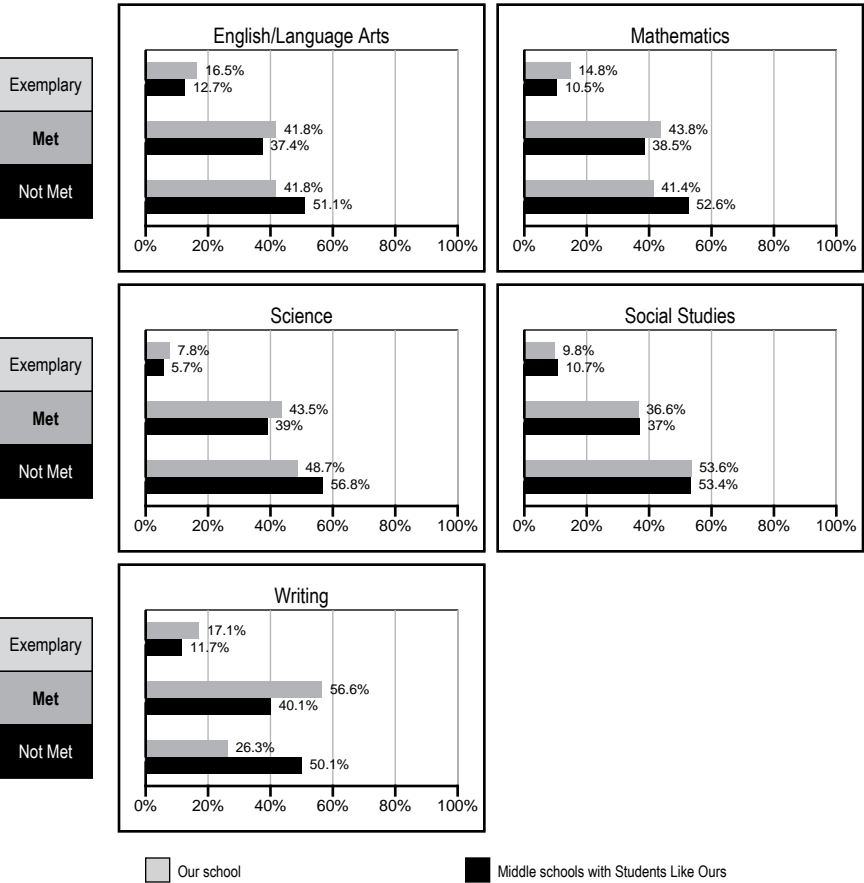
99.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	38	24

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.4%	86.3%
English 1	94.7%	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	94.6%	84.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=486)				
Students enrolled in high school credit courses (grades 7 & 8)	68.2%	Up from 10.4%	16.1%	21.6%
Retention rate	0.3%	Down from 2.5%	2.3%	1.2%
Attendance rate	96.5%	Down from 97.9%	95.5%	95.9%
Eligible for gifted and talented	0.6%	Down from 3.0%	4.4%	14.8%
With disabilities other than speech	19.2%	Down from 19.5%	14.1%	12.6%
Older than usual for grade	8.5%	Down from 10.0%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Down from 62.9%	54.5%	56.9%
Continuing contract teachers	40.0%	Down from 54.3%	61.9%	72.7%
Teachers with emergency or provisional certificates	36.7%	Up from 35.3%	14.3%	5.3%
Teachers returning from previous year	79.6%	Up from 76.7%	76.4%	82.9%
Teacher attendance rate	94.9%	Up from 94.6%	94.9%	95.2%
Average teacher salary*	\$41,330	Up 0.7%	\$44,811	\$46,599
Professional development days/teacher	11.6 days	Down from 12.1 days	11.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	25.5 to 1	Up from 23.2 to 1	16.7 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 91.1%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	96.4%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$8,402	Up 8.7%	\$10,071	\$7,645
Percent of expenditures for instruction**	61.7%	Down from 63.4%	60.5%	63.4%
Percent of expenditures for teacher salaries**	54.8%	Down from 56.4%	54.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

C. E. Murray High School is located in Greeleyville, a small, rural town in the lower Pee Dee area of South Carolina. We are working diligently to provide our students with the support and encouragement they need to achieve success in a global society.

We offer nutritious meals; a safe, clean learning environment; certified professionals who are exemplary role models; a strong curriculum; dedicated leadership; committed youth and community leaders; parenting resources; a liaison; concerned guidance and community agency counselors; school-to-work opportunities; the latest technology and an afterschool program to aid students with their homework and exit examination preparation; and extracurricular activities to improve the mind, body, and spirit.

We have made great strides toward our goal of excellence in education. Our students have made consistent gains on state and national assessments. Particularly noteworthy is our SAT improvement. We have been accredited by the Southern Association of Colleges and Schools (SACS), met Adequate Yearly Progress (AYP) three years in a row, are one of nineteen South Carolina schools recognized as a bronze school in the nation, and we are a gold award winner for both student performance and closing the achievement gap.

We are making excellent progress with our student achievement and continue to focus on involving our parents and community members in our efforts to help our students achieve success while here in high school and beyond high school.

Principal
Torrance Wilson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	40.8%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	76.3	82.8	No	Yes
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	71.8	79.3	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	81.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	76.7	89.5	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	76.2	73.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	46.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	75.5	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	69.4	78.9	No	Yes
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	64.7	77	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	74.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	64.7	87.2	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	69.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	81.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	36.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	68.7	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	N/A	N/A	N/A	N/A	N/A	N/A	48.4	67.5
Gender								
Male	N/A	N/A	N/A	N/A	N/A	N/A	49	67
Female	N/A	N/A	N/A	N/A	N/A	N/A	47.8	68
Racial/Ethnic Group								
White	N/A	N/A	N/A	N/A	N/A	N/A	58.6	79.5
African American	N/A	N/A	N/A	N/A	N/A	N/A	47.5	50.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	23.6	35.6
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	N/A	N/A	N/A	N/A	N/A	N/A	47.3	55.1

Social Studies

All Students	N/A	N/A	N/A	N/A	N/A	N/A	56.4	72.3
Gender								
Male	N/A	N/A	N/A	N/A	N/A	N/A	55.2	71.5
Female	N/A	N/A	N/A	N/A	N/A	N/A	57.7	73.2
Racial/Ethnic Group								
White	N/A	N/A	N/A	N/A	N/A	N/A	59	80.7
African American	N/A	N/A	N/A	N/A	N/A	N/A	55.9	60
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	78.6	68
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	30.2	43.5
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	N/A	N/A	N/A	N/A	N/A	N/A	55.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/A	N/A	N/A	N/A	N/A	61.4	70.2	97.3	96.6
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	54.5	63.2	97.6	96.5
Female	N/A	N/A	N/A	N/A	N/A	N/A	68.5	77.5	96.9	96.6
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	55.1	79.1	81.5	93.6
African American	N/A	N/A	N/A	N/A	N/A	N/A	61.9	57.6	97.6	96.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	86.2	99.9	97
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	50	62.6	99.9	96.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	20	26.1	96	95.2
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	61.2	N/A	98
Socio-Economic Status										
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	60.3	58.9	97.2	96.5

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Science

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Social Studies

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Writing

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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